



Week 3, Part 2: Reflections on Domain II Competencies 4-7

Overview

The purpose of the Part 2 assignment is to provide personal reflections on Domain II Competencies 4-7 to assess progress toward mastery of the competencies associated with instructional leadership.

Learning Outcomes

Candidates will:

- Analyze and evaluate your progress toward mastery of the SBEC Domain II competencies for Instructional Leadership

Performance Outcomes

Candidates will be able to:

- Write a reflective paper assessing progress toward mastery in the four competencies for instructional leadership.

Assignment Due Date: Discussion Postings are due on the fourth day and all other Week 3 assignments are due by 11:59 p.m. on the seventh day of Week 3.

Rubric: Week 3, Part 2

Use the following Rubric to guide your work on the Week 3 Assignments.

EDLD 5398 Week 3 Tasks	Accomplished/ Exceeds Standards	Proficient/ Meets Standards	Needs Improvement/ Approaches Standards	Unacceptable/ Does Not Meet Standards
Part 2: Reflections on Domain II Competencies 4-7	Candidate was able to clearly describe the degree of mastery toward each of the 4 competencies with relevant examples to support the self-assessment. (30 points)	Candidate was able to describe the degree of mastery toward each of the 4 competencies with examples to support the self-assessment (24 points)	Candidate was able to somewhat describe the degree of mastery toward each of the 4 competencies but did not provide examples to support the self-assessment. (21 points)	Candidate was not able to describe the degree of mastery toward each of the 4 competencies. (0 points)

Week 3 Assignment, Part 2: Reflections on Domain II Competencies 4-7

Due Week 3

Directions:

1. Complete the assignment. Begin with a review your internship summary reports with reflections and describe the degree of mastery you believe you currently have in regard to the four competencies for instructional leadership (competencies 4-7). Cite examples of experiences that support your assessment. Reflections on each competency should be approximately one-half page.
2. Upload the document into the course.
3. Then load the document to Tk20 in the course binder. Data from student work in the internship is required by the State and accreditation agencies. Tk20 is the system Lamar University and many other universities use for this purpose. Keep in mind that all work stored in Tk20 is available for each student to use if you want to create a personal, professional electronic portfolio.

Domain II- Instructional Leadership

competency 004

THE PRINCIPAL KNOWS HOW TO FACILITATE THE DESIGN AND IMPLEMENTATION OF CURRICULA AND STRATEGIC PLANS THAT ENHANCE TEACHING AND LEARNING; ENSURE ALIGNMENT OF CURRICULUM, INSTRUCTION, RESOURCES AND ASSESSMENT; AND PROMOTE THE USE OF VARIED ASSESSMENTS TO MEASURE STUDENT PERFORMANCE.

Once the technology, campus, and/or district plans are in place, I work with other campus administrators, teachers and community members to put the plans into action. That may mean helping to arrange professional development, parent's STAAR night(s), soliciting volunteers, informing parents, students, i.e. the community of timelines for student activities, assessments, etc. During the course of this internship that has meant that I stepped back from plans for interactive clicker activities to promote higher order thinking skills. Instead, I investigated appropriate research based professional develop and digital curriculum alignment tools to provide teachers with necessary training and teaching and learning tools they need in order to teach content and critical thinking skills to the depths required for student success on the new statewide STAAR assessments. CSCOPE includes a variety of instructional tools to meet the needs of diverse student populations including differentiated curriculum suggestions, standard and alternate assessment tools, including benchmark assessments. I have actively participated in the administrative trainings, trained teachers in using CSCOPE effectively, and manage the system in our district. I have made the "Tiny Tech" lessons made during this course to available on the school website for easy access and to increase teacher use of the growing list of free interactive online technology tools. I am working together with lead teachers on each campus to monitor the implementation of CSCOPE in order to determine and address issues as they develop. The primary areas of concern at this juncture are that teachers are unsure how to meet CSCOPE content introduction timelines and the levels of the lessons and assessments seems to be extremely lower than the teacher's own lessons. We have contacted the region center to determine how to best address both these issues quickly with 1:1 support visits. There are a couple of workshops I may be going to in order to better support teachers in their efforts to fill the learning gaps using CSCOPE timelines, but pulling and developing spiraling, but higher level content than that presented in CSCOPE lessons and assessments.

EDLD 5398 Patricia Startz: SID L20052259 Internship for Principal and Technology Leader

I am also working with the counselor to provide NovaNet as an online course recovery tool. In the near future, it may also become a resource to provide additional electives for course acquisition such as Art History, and four or more technology application courses. There is additional training for this in the next couple of weeks.

Also demonstrates Technology Facilitation Standard III and IV.

competency 005

THE PRINCIPAL KNOWS HOW TO ADVOCATE, NURTURE AND SUSTAIN AN INSTRUCTIONAL PROGRAM AND A CAMPUS CULTURE THAT ARE CONDUCIVE TO STUDENT LEARNING AND STAFF PROFESSIONAL GROWTH.

During the course of my internship, I have not only been part of the campus and technology planning processes, but I have also worked directly with students in support of their efforts to utilize technology to receive both dual credit and credit recovery coursework. In so doing, the district offers every student researched based avenues to academic success. It is important to note that providing this coursework provides our rural students with the ability to achieve the distinguished graduation seal on their diplomas, but more importantly enables them to earn up to 21 hours of college credit without having to drive to a college campus (nearest is 45 minutes away). This decreases the likelihood they will be killed in a vehicle accident, saves natural resources, increases family time, and enables students to stay in sports and achieve academic course completion that would not otherwise be impossible; it is one of the reasons our top athletes also earn state academic honors within their sports.

On the other side of the coin, this coursework relies on technology infrastructure, staffing, scheduling, and resource allocation. If the infrastructure does not work, the programs will fail; it is critically important that each piece works, and as the Technology director, it is my job to oversee, the day-to-day operations, management, deployment of new equipment, facilitation of technology instruction, etc. to make sure student and staff educational opportunities are not lost due to an infrastructure issue. In an effort to better meet campus technology needs, network infrastructure was overhauled over the summer.

Also demonstrates Technology Facilitation Standard V.

competency 006

THE PRINCIPAL KNOWS HOW TO IMPLEMENT A STAFF EVALUATION AND DEVELOPMENT SYSTEM TO IMPROVE THE PERFORMANCE OF ALL STAFF MEMBERS, SELECT AND IMPLEMENT APPROPRIATE MODELS FOR SUPERVISION AND STAFF DEVELOPMENT AND APPLY THE LEGAL REQUIREMENTS FOR PERSONNEL MANAGEMENT.

The PDAS instrument(s) the district currently uses is available from the regional service center as a download to enable teachers to self-assess, develop an annual set of goals, and then evaluate their achievement. The system provides appropriate and legal strategies for evaluating, documenting, promoting, and dismissing employees. The system, as implemented by our district is minimally invasive, and involves supplementation with the principal's walkthrough notes. I was approached last year by the principal with a request to develop a pad application that could automatically update and archive each walkthrough for each teacher. I investigated a couple of apps and found one that sounded very promising as I was reading an article for course I was in at the time; however, without wireless infrastructure to support live input regardless of the principal's location

EDLD 5398 Patricia Startz: SID L20052259 Internship for Principal and Technology Leader

on campus, it is not feasible. In order to support wireless, the wired infrastructure and supporting servers has to be sufficient; the district's wasn't, but by the beginning of school it should be able to support wireless additions. That will be the focus of a great deal of research so that the wireless infrastructure can be deployed next summer. Hopefully, this is an area that will offer more versatile applications as well as more robust wireless and pad solutions to support evaluations, ongoing professional development, and lifelong learning endeavors by all staff. I felt in order to better fulfill this job requirement, I needed my Educational Technology Leadership master's degree and I believe I have learned many new ways to help teachers to ethically and legally utilize digital resources for classroom curriculum development, and personnel management.

This also demonstrates Technology Facilitation Standard I.

competency 007

THE PRINCIPAL KNOWS HOW TO APPLY ORGANIZATIONAL, DECISION-MAKING AND PROBLEM-SOLVING SKILLS TO ENSURE AN EFFECTIVE LEARNING ENVIRONMENT.

My internship has provided an opportunity for me to demonstrate my abilities to manage groups of students, parents, and staff communications, and input gathering for the purpose of gathering information to supplement, and/or change goals and objectives for each of the district, campus, and technology plans in an effort to ensure the maintenance of an effective learning environment. These experiences enabled me to analyze the situation with respect to the district's technology infrastructure and determine that in order to fulfill the vision of exemplary achievement in an effective learning environment supported with internet based curriculum and curriculum resources, the infrastructure needed to be brought up to higher standards and a researched based curriculum alignment tool would be a better systemic approach to the problem of STAAR readiness than a few "Project Potluck" interactive response system activities. I sought input from local and nearby administrators and teachers, and experienced the features of CSCOPE, a research based curriculum alignment tool, during my Lamar coursework. This input gave me the confidence to recommend the Superintendent and Principal give it consideration as a preparation resource for our teachers. They did and we began the work of deploying the curriculum alignment package in August. After almost exactly a month, we are learning that while its Year at a glance tool, unit plans, manipulatives, and some activities are better than what we had, many lessons are below their current standards teachers. We realize that in order to maintain the district's high standards and an effective learning environment that also fills documented learning gaps, teachers must be a little more creative and get additional help from the regional service center staff. Efforts of upcoming 1 on 1 professional development will address filling the gaps with CSCOPE spiraling techniques without sacrificing local academic standards. In so doing we will maintain our effective learning environment by solving the problem of learning gaps, teachers will learn how to teach students to think about their content in the ways that will be tested on STAAR assessments, and they will learn how to build the framework of CSOPE into a tool that better meets their needs.

This also meets Technology Facilitation Standard II